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ABSTRACT

Investigating the nature, scope, and significance of 4-H Club camping experiences and the development of extension education in 17 Southeast Missouri counties, an evaluative analysis was made of data derived from questionnaires directed to: 1967 4-H campers (N=231); camper parents (N=36); 4-H non-campers and their parents (N=29); randomly selected campers and non-campers (N=10 each); and extension agents (N=12). Correlating published technical data with that from the five questionnaires, the following were addressed: reasons for 4-H camping; activities preferred to camping; program activities considered important by campers and non-campers; camping costs and decreases in camping membership; reasons for decreases in camp membership and adult camping enthusiasm; youth agents and the need for technical training re: camping; extension personnel ratings re: camping as a teaching method, a recreation activity, and a 4-H promotion technique. Results indicated: camping members, their parents, and extension agents think camping is a valuable educational experience; agents see camping as a method of teaching social group behavior, individual development, and outdoor subject matter; parents and agents rate camping high as a recreational activity; important needs include expanding adult and member involvement in program development, developing recruitment/promotion methods, studying business management of camp facilities, and educating agents about the technical nature of camping. (JC)

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AN EMPIRICAL RESEARCH STUDY OF 4-H CLUB CAMPING IN SOUTHEAST MISSOURI

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Report

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For A Special Problem, Extension Education 400

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by

Lester O. Akers

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PROBLEM and PURPOSE Extension Agents of Southeast Missouri Counties have, during the past 20 years, had a somewhat unique experience and involvement in 4-H Club camping. Many of them are asking questions relative to results, future developments, and procedures as related to 4-H Club camping. These questions may be stated abstractly as follows:

(1) Why do 4-H Club members go to camp?

(2) What competitive activities are chosen by 4-H Club members instead of 4-H Club camping?

(3) What program activities are considered important by campers? -- By non-camping 4-H Club members?

(4) Is the cost of camping a cause for the decrease in the number of 4-H Club members who go to camp?

(5) Why has the number of 4-H Club members attending camp been decreasing? (at a rate not proportionate to the membership changes)

(6) Why does there seem to exist a decrease in enthusiasm about camping among adults who have previously displayed considerable enthusiasm?

(7) Should there be an evaluation of time devoted to 4-H Club camping?

(8) Do Youth Agents need technical training about 4-H Club camping, including the theory of the objectives, conducting, and evaluation?

(9) How do the following assumptions of purpose (a) Camping as a teaching method, (b) Camping as a 4-H Club promotion technique, (c) Camping as a 4-H Club recreation activity, rate with Extension personnel? (It has been proposed that ratings may

be influenced by years of experience as an Extension Agent.)

The purpose of this study is an attempt to analyze the questions relative to camping. An effort will be made to investigate the nature, scope, and significance of the questions stated. Where the questions suggest a significant problem, investigation to find information has been undertaken.

Additional elements of the purpose will be to discover information from the summarized data that will permit hypotheses to develop or give cause for basic assumptions. Perhaps this will lead to logical and explicit improvement of 4-H Club camping. It may substantiate the expression or idea that there is need to consider the discontinuance of 4-H Club camping as a part of the Extension program in Southeast Missouri.

SITUATION RELATIVE TO THE PROBLEM Extension Agents and Extension Council equivalents in 1947 promoted and caused to be organized the "Missouri 4-H Club Camp Association." This organization developed and built a group camping facility to accommodate 120 campers. The Association also accepted the responsibility of managing the feeding and waterfront safety portion of camp programs. The Association also assumed responsibility of insuring the safety of campers.

Educational and recreational activities of the camp programs have been developed by 4-H leaders, members, and agents. Camp programs have varied with each camp group, thus affording the Extension Agents an opportunity to teach program planning by actual workshop methods. All agents have not exercised the opportunity to observe the 4-H Club teaching method "Learn by Doing" in a complete cycle of the scientific method. Several agents have had a tendency to advocate program standardization. It is assumed that the need for efficiency in use of agent time, economies, and the mass trend toward standardization may be responsible for these

proposals. A certain amount of standardization in educational and recreational activities has been adopted. Even so, there is evidence of ample opportunity for each camp group to plan an autonomous program to meet the specific needs of that group.

During the years 1962 through 1967 there has been a decrease each year in the number of 4-H Club members camping at the Missouri 4-H Club Camp. This association serves the following 17 counties: Bollinger, Butler, Cape Girardeau, Carter, Dunklin, Madison, Mississippi, New Madrid, Pemiscot, Perry, Reynolds, Ripley, Scott, Stoddard, Ste. Genevieve, Washington, and Wayne.

The 4-H Club membership in these counties has fluctuated but for the past five years has decreased from 6,928 to 4,772 for the area as a whole.

The Extension Division has undergone considerable change in scope of activity and techniques for conducting Extension teaching. In this study no effort has been made to relate these changes to the 4-H Club camping problems.

METHOD OF GATHERING DATA Five questionnaires have been used to gather information. Copies of these are attached as an appendix. After a rough draft of them was developed, they were submitted to John Holik, Project Leader of Rural Sociology, Nelson Trickey and George Rowe, Extension Youth Specialists. Their suggestions for alteration and improvement were followed in revising the final draft. I express my appreciation for their help and guidance.

One questionnaire was directed to the 1967 4-H Club members attending camp. Two hundred thirty-one answered this questionnaire. A summary is shown in Tables 1, 2, 3, 7, 9, 10, and 11.

Sixty questionnaires were sent to the parents of members who camped

in 1967. Thirty-six of these were returned. There is a lack of uniformity in the way questions were checked. Some information can be obtained. The narrative remarks are well stated and will be of value and are used in the analysis.

Two different questionnaires were sent to sixty 4-H Club members who did not attend 4-H Club camp. They were asked to fill out one and get a parent to fill out the other. Only twenty-nine members returned the questionnaires. The ones filled out by parents lacked uniformity or correctness in checking. Due to this, only the narrative remarks will be used as a source of information. The member questionnaire was properly checked, and this information is summarized and shown in Tables 4, 5, 6, and 8.

In order to distribute the questionnaires over the entire area, a letter to agents asked them to send me the names of ten 4-H Club members who camped and ten who did ~~who did~~ not camp. They were advised to make the selection so as to send one whose last name began with a letter from each of ten equal divisions of the alphabet. This proposal was intended to facilitate a more random and unbiased type of sample.

A questionnaire was sent to twelve agents. These agents were the ones known to have been involved in the 4-H Club camping program in 1967 at the Wappapello Camp. All counties that are members of the Association were involved. All questionnaires were returned. However, two agents did not complete all sections because they felt their involvement did not justify or qualify them to answer certain sections. The sections were summarized and results are shown in Tables 12, 13, 14, 15, 16, and 17.

TABLE 1

Summary of camp experiences of 130

4-H Club girl campers in 1967

Ages of members reporting	10	11	12	13	14	15	16	17	All
Number reporting	17	23	29	18	19	14	4	6	130
Times attended 4-H Camp	18	31	50	30	41	32	19	28	249
Number attended Scout Camp	1	2	4	4	3	6	1	1	22
Times attended Scout Camp	1	2	4	10	6	16	4	1	44
Average times	1	1	1	2½	2	2½	4	1	2
Number attended Church Camp	1	2	3	2	4	4	1	1	18
Times attended Church Camp	1	2	4	5	4	9	1	1	27
Average times	1	1	1¼	2½	1	2¼	1	1	1½
Number attended other type of camp	1	2	2	3	4	5	2	3	22
Times attended other type	1	4	2	5	4	12	9	9	46
Average times	1	2	1	1½	1	2¼	4½	3	2
Number who have camped with family in Camper	4	7	11	6	4	3	0	2	37
Number whose parents have camped with them	5	2	9	6	5	5	1	1	34

TABLE 2

Summary of camp experiences of 101

4-H Club boy campers in 1967

Ages of members reporting	10	11	12	13	14	15	--	--	All
Number reporting	23	17	35	13	8	5	--	--	101
Times attended 4-H Camp	25	21	57	26	16	15	--	--	160
Number attended Scout Camp	4	1	5	0	2	1	--	--	13
Times attended Scout Camp	7	1	13	0	5	1	--	--	27
Average times	1½	1	2½	0	2½	1	--	--	2
Number attended Church Camp	3	0	1	3	1	0	--	--	8
Times attended Church Camp	3	0	1	3	3	0	--	--	10
Average times	1	0	1	1	3	0	--	--	1¼
Number attended other type of camp	1	2	5	3	0	2	--	--	13
Times attended other type	1	2	5	4	0	5	--	--	17
Average times	1	1	1	1¼	0	2½	--	--	1¼
Number who have camped with family in Camper	9	4	12	1	2	2	--	--	30
Number whose parents have camped with them	11	4	10	4	4	3	--	--	36

ANALYSIS OF INFORMATION The summary of information furnished by 231 Club members who attended camp in 1967 confirms many publicized beliefs about camping. It also indicates certain needs for exploration of methods that will improve camp promotion and programs.

The age ratio of 4-H Club members attending camp is the same as enrollment. The nine-through-twelve-year ages are relatively equal. Starting at the 13-year age level there is a constant decline, with boys decreasing at a rate faster than girls, as shown in Tables 1 and 2 on pages 5 and 6.

Only 16 percent of the 4-H Club campers reported participating experiences in other types of camps. There is practically no difference in the number of times the campers participated in 4-H Club camp and in other types of camps. Figures found in Tables 1 and 2 show that 87 boys and girls age 13 and over had attended 4-H Club camp 207 times. In this age range 50 boys and girls attended other types of camps 110 times. It may be reasonably assumed that with 4-H Club members participation in 4-H Club camping is equally if not slightly more popular than other types of camping. Thirty percent of the 231 campers reported having camped as a family.

Table 3 indicates that parents, relatives, friends, 4-H Club leaders, and fellow 4-H Club members are about equally divided in the influence they have on getting a member to attend camp for the first time.

Table 4 indicates factors that may be important when planning camp promotion efforts. One factor is that an insignificant number of parents object to their children's camping. A second is that members have not been motivated to want to go to camp. About 25 percent indicate that finances are a limiting factor in their attending camp.

TABLE 3

Summary of reasons expressed for

attending camp their first time by 231 campers

	% of All	Girls	Boys	All
Parents suggested they go	20	21	24	45
Sister or brother suggested they go	17	23	17	40
Encouraged by a friend to go	25	35	23	58
Encouraged by 4-H Club Leader to go	9	12	9	21
Fellow 4-H Club members were going	6	5	9	14
Other reasons	15	13	22	35
Did not know why they attended	8	10	8	18

TABLE 4

Summary of reasons expressed for not

attending camp in 1967 by twenty-nine 4-H Club members

	% of All	Girls	Boys	All
Could not get parents' permission	11	1	2	3
Not enough money to pay the fee	24	4	3	7
Did not want to go	31	7	2	9
Did not know why	17	3	2	5
Had a job for the summer	17	3	2	5

The camp experiences of the 4-H Club members who did not camp in 1967 are very similar to that of those who did camp. Table 5 shows that 65 percent have never attended a 4-H Club camp and that 82 percent have not had any other kind of camping experience.

TABLE 5

Summary of responses from twenty-nine 4-H Club members who did not camp in 1967

The number who:	% of All	Girls	Boys	All
Have attended a 4-H Club camp	38	5	6	11
Have not attended a 4-H Club camp	62	6	12	18
Have attended a Scout camp	17	3	2	5
Average number of times		4	2	x
Have not attended a Scout camp	83	8	16	24
Have attended a Church camp	17	2	3	5
Average number of times		2½	1	x
Have not attended a Church camp	83	9	15	24
Have attended other kinds of camp	7	1	1	2
Average number of times		3	3	x
Have not attended other kinds of camp	93	10	17	27
Have camped as a family group	41	4	8	12
Have not camped as a family group	59	7	10	17
Parents have attended a camp with the member	34	4	6	10

Twelve of the recreational activities shown most often on the programs of the 4-H Club groups camping in 1967 at Wappapello were used to get a measure of recreational preferences. Tables 6 and 7 show that all activities were desirable, with the exception of Horseshoes which received no preference rating from members who did not camp. However, of those who did attend camp, 9 percent checked it as a preference.

TABLE 6

*Measure of recreational activity preferences of 4-H Club members who did not camp in 1967

	Girls	Boys	All		Girls	Boys	All
Archery	5	6	11	Camp Fire Games	4	0	4
Crafts	5	1	6	Night Recreation Games	5	3	8
Swimming	8	6	14	Square Dancing	9	3	12
Fishing	3	2	5	Boating	4	2	6
Rifle Range	4	3	7	Canoeing	2	2	4
Singing	5	1	6	Horseshoes	0	0	0

*Each member was asked to check not more than three of the twelve.

TABLE 7

*Measure of recreational activity preferences of 4-H Club members who camped in 1967

	Girls	Boys	All		Girls	Boys	All
Archery	97	88	185	Camp Fire Games	21	13	34
Crafts	21	7	28	Night Recreation Games	40	25	65
Swimming	86	61	147	Square Dancing	85	62	147
Fishing	5	6	11	Boating	6	3	9
Rifle Range	62	67	129	Canoeing	31	29	60
Singing	31	13	44	Horseshoes	9	13	22

*Each member was asked to check not more than three of the twelve.

The programs of 1967 camping groups indicated 7 to 9 hours of educational activities, including an average of 4 subject matter areas From 2 to 3 hours were devoted to an average of 3 ceremonies with "Respect for the Flag" appearing on all programs. Ten to fifteen hours were devoted to recreational activities with a wide diversion of choices in some camps and a limited choice in other camps. Twelve subject matter topics were selected for use in the questionnaires about educational activity preferences. A summary of these preferences is shown in Tables 8 and 9. Hikes and Gun Safety rate the highest preference, but all others are well distributed in the preference rating. In the preference rating of ceremonies the Flag service was ranked first and Candlelighting second.

TABLE 8

*Measure of educational activity preferences
of 4-H Club members who did not camp in 1967

	Girls	Boys	All		Girls	Boys	All
Forestry	3	5	8	Wildlife	2	2	4
Hikes	10	5	15	Bird Studies	0	1	1
Nature Trails	7	0	7	Fishing Science	0	1	1
Nutrition	4	1	5	Electrical Safety	0	3	3
Outdoor Cooking	8	8	16	Gun Safety	5	3	8
First Aid	9	1	10	Emergency Preparedness	1	0	1

*Each member was asked to check not more than three of the twelve.

TABLE 9

*Measure of educational activity preferences of 4-H Club members who camped in 1967

	Girls	Boys	All		Girls	Boys	All
Forestry	7	17	24	Wildlife	45	39	84
Hikes	58	28	86	Bird Studies	8	5	13
Nature Trails	39	21	60	Fishing Science	15	21	36
Nutrition	15	0	15	Electrical Safety	6	25	31
Outdoor Cooking	36	10	46	Gun Safety	67	60	127
First Aid				Emergency Preparedness	9	11	20

*Each member was asked to check not more than three of the twelve.

TABLE 10

*Measure of ceremonial activity preferences of 4-H Club members who camped in 1967

	Girls	Boys	All		Girls	Boys	All
Flag service	56	50	106	Storytelling	40	23	63
Vesper service	55	19	74	Citizenship service	9	9	18
Candlelighting	53	28	81	Prefer none be held	20	35	55

*They were asked to check the two most desirable.

The logistics questions are summarized in Table 11. The information obtained from this summary does not reflect anything of significance toward solving the problem or purpose of the study. It is of interest to note that a majority of campers like the meals, enjoy sleeping away from home, and are willing to carry out the responsibilities of keeping camp sanitary.

TABLE 11

Measure of attitude toward camp regulations and certain logistics by 4-H Club members who camped in 1967

	Percent	Girls	Boys	All
Meals need to be improved	46	53	53	106
Meals need no improvement	54	77	48	125
Prefer to retire before 10:00 p.m.	8	8	8	16
Prefer to retire after 11:00 p.m.	92	103	73	176
Prefer to arise before 6:00 a.m.	34	29	28	57
Prefer to arise after 7:00 a.m.	66	62	47	109
Regulations too severe	60	37	36	73
Regulations not severe enough	40	21	27	48
Insects are troublesome	93	114	101	215
Know insect protective measures	36	39	45	84
Willingly accept dining hall assignment	17	23	16	39
Willingly accept other sanitation assignment	68	102	56	158
Find it fun to sleep away from home	89	111	84	195
Prefer to be home at night	11	11	13	24
Beds need to be improved	56	85	45	130

The summary of information furnished by 12 agents in answering their questionnaires gives several implications that can be closely correlated with the questions put forth in the problem.

The decrease in member attendance and adult enthusiasm about camping may be directly related to the use of promotion by agents. Table 12 shows the extent of promotion by various media. In comparison with other activity promotion, it would be my belief that the use of communication

media is of minimum nature. An analysis shows that for the 17 counties an average of less than two news articles, less than two letters, and less than one of all other media per county was used in 1967. This particular area of work needs a more intensive and extensive study to determine the quality of [redacted] communication used, the results, and the potential for improvement.

TABLE 12

Number of times these various media were used by Agents to make 4-H Club members aware of camping opportunities and to stimulate interest in camping

Media Used	1966	1967	Media Used	1966	1967
News Articles	35	30	Posters	0	0
Television	3	1	Radio	18	5
Letters	33	33	Movies	1	1
Brochures	2	2	Slides	9	4

Perhaps the most significant indication regarding attendance and adult enthusiasm can be found in Table 13. Excluding talks and committees from the involvement list, we find less than one adult person per county involved in camp promotion. From general empirical knowledge we know that Scout camp involvement of adults far exceeds this number. I would believe that an investigation of their results in getting Scout campers would show that the involvement of volunteer adult workers has been very valuable.

The narrated answers by agents to the matter and nature of adult involvement in promotion reveal very little, if any, indication that

formal structured training of any kind was furnished the adults.

TABLE 13

Number of times parents, 4-H Club leaders, and other adults were involved in camp promotion

Involvement	1966	1967	Involvement	1966	1967
Radio with Agent	1	0	Fund raising	8	9
Radio without Agent	0	0	Committees	11	17
Television	0	1	Other	5	6
Talks at meetings	92	112			

TABLE 14

Involvement of Extension personnel (other than Agent responsible) for some part of 4-H Club camping event (Titles abbreviated)

Nature of Involvement	1966	1967
Recruiting campers	H.Ec.1 - Co.D.1	H.Ec.1 - Co.D.3
Program planning	H.Ec.3 - Co.D.2 Ag.A.2	H.Ec.1 - Co.D.1 Ag.A.1
Resource or staff member at camp	H.Ec.4 - Co.D.2	H.Ec.5 - Ag.A.1

From my personal files for the period of 1955 through 1958, I find 5 different 4-H Club camp groups, camping at Wappapello, using professional Extension personnel. The number involved is in considerable excess of what is used in current camps. One of these camp groups had as few as 4 Extension Agents in attendance at camp. All the other groups had more than 4 with the maximum at a group being 8 Extension Agents. In addition to this involvement, the State 4-H Club office furnished for

two of these groups a summer Extension Employee especially trained in camping techniques. Table 14 reveals the extent of change in the number of Extension personnel involved in 4-H Club camping in the last decade. It appears evident from Tables 13 and 14 that the number of professional Extension personnel involved in camping in former years has not been adequately replaced with volunteer adult camp personnel or with other semi-professional camp workers. This condition may be responsible for the decrease in adult enthusiasm about camping.

A review of 1955 to 1958 camp programs indicates that agencies and organizations other than Extension related were involved in 4-H Club camping to about the same extent as shown in Table 15 for 1967. The narrative answers by agents indicate Electric Cooperatives, Wildlife Conservation, and Forestry personnel are contributing improved camp lessons. They have received standardized training by their organization on camping procedures and technology.

TABLE 15

Number of different times agencies or organizations other than Extension were involved by camping groups 1967

Agency	No. of Times	Agency	No. of Times
Conservation Commission	9	Public Health	7
Welfare Department	1	Civil Defense	1
Rural Electric Cooperatives	5	Ministers	1
Soil Conservation Service	1	Forestry Service	1

Agents questioned as to the problems of using 4-H Club camping as an educational method replied as shown in Table 16.

TABLE 16

Problem areas that do or do not apply to 4-H Club camping as an educational method in counties as reported by Agents

Problem Area	Yes	No	Problem Area	Yes	No
Transportation	5	4	Financing	8	2
Member enthusiasm	5	4	Staffing	7	3
Parent enthusiasm	8	2	Integration	2	
Time for promotion	5	4	Programming	1	

TABLE 17

The comparative value showing degree of importance Agents feel toward the educational features of certain county-wide 4-H Club events

Club Event	Opportunity for Social Behavior Experiences			Individual Development			Discovery of Major Interest			Special * (See below)		
	Good	Some	Little	Good	Some	Little	Good	Some	Little	Good	Some	Little
Achieve. Day	5	4	3	8	4	0	0	7	5	5	5	2
Camping	12	0	0	9	3	0	2	8	2	8	4	0
Fairs-Shows	3	5	4	7	4	1	1	6	4	3	4	3
Play Days	6	5	1	4	7	1	0	5	7	0	7	5
Share the Fun	5	5	2	4	6	2	1	4	7	3	7	2
Tours	4	7	1	5	5	2	5	6	1	7	4	1

*Considering contact hours--youth development values--preparation and effort time--results--the enthusiasm for using these educational events is:

Agents rate the importance of camping highest among six of the major 4-H Club events in the development of boys and girls. There is one exception and that is in the feature of discovering major interest. This rating is shown in Table 17.

From the narrative answers to questions asked of agents, the following information has been summarized. Structured training for counselors and camp staff was conducted by one county. Two counties reported individual conferences with craft and other special camp counselors and staff. All other agents indicated no training had been provided prior to camp time. Organized training for club leaders to use in teaching club members how to get the most out of camp was not provided according to the reports. Four counties reported sending such information with their general orientation letter.

Agents were asked to narrate about the advantages of camping as an Extension educational method. They listed several advantages. These can best be summarized by saying they cover the seven National objectives of 4-H as shown in "4-H Camping Guide."[1] Four agents reported there are no disadvantages. Seven agents reported difficulty in efficiently using time, lack of modern facilities to provide comfort for staff and campers, inadequate teaching equipment, and unqualified staffing.

Agents were asked to relate remarks of parents and leaders that might be of value to the study. Favorable remarks were as numerous as the unfavorable and indicated that many people feel the objectives of favorable youth development are the results of 4-H Club camping. The

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[1]Rowe, George P., "4-H Camping Guide," 1966, p. 4, University of Missouri (Mimeographed).

unfavorable remarks included reference to fees, lack of modernized facilities, inadequate health staff, and poor programming.

From the parents of the 231 campers attending in 1967 we get information of why parents permit their children to attend 4-H Club camp. The desire of the child to go is the most important factor considered by the parent. Other influences include the belief by parents that camping affords opportunities for developing new friendships, finding skills and interests not yet encountered, and providing a wholesome and enjoyable use of time. These parents indicated that social strata of campers, advice of relatives or others, or the fact that the child would be away from the parent influenced them very little in deciding whether or not to let their child go to camp.

Among the narrated answers from parents we find they wanted their children to have outdoor experiences, a summer vacation, an opportunity to meet new friends, a chance to develop leadership skills, and occasions to make decisions for themselves.

Parents of six large families were unable to pay the camp fee for all of them to go to camp. Some of these economized by going on a family camping trip. Other parents who did not let their children go to camp gave varied reasons, such as concern for their safety at the waterfront, homesickness, conflicting family plans, and summer employment.

CORRELATION OF INFORMATION WITH THE PROBLEM The information gathered by questionnaire must be valued as nontechnical. Technical information published by experienced authorities has been reviewed. A correlation of both types of information with appropriate parts of the problem has been attempted.

The variety of expressed reasons for attending camp when compared

with the values of camping as described by Ella Gardner[2] indicates that the camping experience is a high point in the 4-H Club activities of the year for those members who attended. I think the evidence is substantial enough to conclude that a great deal of variety needs to be used in camp promotion. This broader scope of promotion would give assurance of stimulating the desire to go camping among more club members.

Many of the members who did not camp expressed an equally vast variety of reasons for not camping. It seems quite probable that no amount of promotion would create a desire to camp with many of these individuals.

There was only a small amount of involvement by both members who did go to camp and those who did not go to camp in the competing camps mentioned. Perhaps this factor is insignificant and should have little or no influence on plans for promotion and recruitment.

The cost of camping was mentioned by 8 of 29 parents who returned questionnaires. Agents reported that the cost of camping was among the remarks heard from parents and leaders. We also have information that many campers are at least partially subsidized. Correlating this information with the question about cost of camping, it would appear that attention should be given to this matter. The synchronizing of fund raising activities with camp promotion might be an important approach to increasing the number of members going to camp.

In 1967, approximately 11.4 percent of the 4,772 4-H Club members

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[2]Gardner, Ella, "Short-Time Camps," M. P. No. 346, 1939, pp. 1-2, U.S.D.A., Washington, D. C.

in the 17 counties attended camp. In the report by George Rowe[3] this group of counties is shown to have had 12.2 per cent of their membership camping in 1965. This is a difference of eight tenths of one per cent. Table 18 shows comparative data of 1965 and 1967.

TABLE 18

Data showing change in the 4-H Club enrollment, in the number of members camping, and per-centage of change for the 17 counties camping at Wappapello in 1965[3] and 1967[4].

			Decrease	
	1965	1967	Number	Per-centage
Number of 4-H Club members	5788	4772	1016	17.5
Number of members camping	706	545	162	22.9
Per-centage of members camping	12.2	11.4		
4-H Club enrollment (county 1)*	1444	1206	238	16.5
4-H Club campers (county 1)*	92	10	82	89.1
Adjusted number of members,**	4344	3566	778	17.9
Adjusted number of campers,**	614	535	79	12.8
Per-centage after adjustment	14.1	15.0		

* A county with an unusual decline in number of campers.

** Data from the unusual county have been removed.

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[3]Rowe, George P., "Analysis of Missouri County 4-H Camping Programs," Mimeographed, 1966, Table 1, p.5.

[4]Trickey, Nelson, "S. E. and Delta District 4-H Enrollment Table," Mimeographed, December 14, 1967.

The question asked by Agents about attendance seemed to imply that camping was decreasing at a faster rate than membership. The figures in Table 18 prove this assumption is false for 16 of the 17 counties of the group. The percentage of the membership who camped in 1967 actually increased by nine tenths of one percent (from 14.1% to 15.0%) over that of 1965. For the unusual one county situation it seems reasonably safe to speculate that this may be a result of incomplete adjustment to the program integration.

The scope of the questionnaires did not include data that could contribute information applicable to the questions of adult enthusiasm, evaluation of time devoted to 4-H Club camping, or the need for training agents in the techniques of camping. There is no indication that camping is used by any of the counties as a promotion tool for obtaining new members or as a means of reward for project completion. I would recommend that all of these areas of camping information are in need of investigation and study. Such information combined with these findings should provide more depth to the decision-making processes for improving and expanding 4-H Club camping.

SUMMARY Members who camp, their parents, and Extension Agents think camping is a worthwhile educational experience. Agents indicate it is a most worthy method of teaching social group behavior, individual development, and subject-matter areas related to the out-of-doors. As a recreational activity for club members, it rates high in the narrative remarks of both parents and agents. Although the programs are considered good[5], the study reveals a need for expanding

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[5]Lennox, John, "Steps to 4-H Camping," pp. 22-23, U.S. Ext. Serv. PA-401, U.S. Govt. Printing Office, Washington 25, D. C.

the involvement of members and adults in program planning, execution, and publicity.

The concern of Agents about camping is real, and there is frustration and confusion about how to proceed. Things that are of minor importance should be set aside so that a greater concentration of effort on problem solution of the major needs may be made.

The implications of this study reveal several major needs. Methods and intensity of camp promotion and recruitment of campers are vital needs. These can be subdivided into parts so that efforts can be directed toward specific audiences. Boys 13 years of age and over need to be recruited. The return of campers should be increased. The responsibility role for recruitment should be expanded to include 4-H Club members, leaders, and parents with specific training on the skills involved in recruiting.

Business management and administration of the camp facilities are in need of being aligned to the problems of modernization, maintenance, expanded utilization, and financing. It would seem practical that a job description for board members should be written. A complete study of this part of the situation should be made, and the findings should be used in a plan of action for meeting the need.

Last and probably more important is the need for knowledge by agents of a technical nature about camping. In this study no effort was made to find out how knowledgeable agents are on the subject of camping or to what extent they would be interested in courses of study about camping.

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APPENDIX

Following are questionnaires and letters that were used to obtain information from 4-H Club members, parents, and extension agents.

QUESTIONS OR CHECK SHEET
ON CAMPING

Your age_____. How many times have you attended a 4-H club camp?_____. Have you attended scout camp? ___ ___. (no yes) How many times? _____. Have you attended church camp? ___ ___. (no yes) How many times?_____ Have you attended any other type of camp? ___ ___. (no yes) How many times? _____. Has your family ever camped as a group in a camper? ___ ___. (no yes) Has either of your parents participated in a camp with you? ___ ___. (no yes)

* *

Check at least one of the following: I attended camp my first time because:

My parents suggested that I go ____; Sister or brother had told me it was fun___; A friend encouraged me to go _____; Most of my 4-H club was going_____; my 4-H club leader encouraged me to go _____; Some other reason _____; I do not know why_____.

* *

Check any of the following statements that apply to your appraisal of camp.

1. I like the meals that are served at camp _____
2. I wish the meals could be improved _____
3. It is fun to sleep away from home _____
4. I like camp but I would rather be home at night _____
5. I wish the beds at camp were more comfortable _____
6. I do not mind the chiggers, ticks, or mosquitoes _____
7. I have learned how to keep insects from bothering me at camp _____
8. I like the experience of working in the dining hall _____
9. I think policing the camp and keeping things sanitary is a good experience _____
10. I think the camp rules are too severe _____ or are not severe enough _____.

Check not more than three of the following fun activities that you enjoy most at camp:

Archery _____	Fishing _____	Camp fire games _____
Crafts _____	Rifle Range___	Night recreation games _____
Horseshoes ___	Singing _____	Square dancing _____

* * * * * * * * * * * * * * * * * * * *

Check only one of the following that you enjoy most:

Swimming _____; Sun-bathing _____; Boating _____; Canoeing_____.

* * * * * * * * * * * * * * * * * * * *

Check not more than three of the following educational activities that you enjoy most at camp:

Forestry studies _____	Wildlife studies _____	Electricity safety _____
Bird studies _____	Hikes _____	First aid lessons _____
Fishing studies _____	Nature trails _____	Gun safety _____
Health & food _____	Outdoor cooking _____	Emergency preparedness __

* * * * * * * * * * * * * * * * * * * *

Check two of the following ceremonial activities that you enjoy most:

Flag services _____	Vesper services _____	Not particularly interested_____
Candle lighting ___	Story telling _____	Citizenship services _____

* * * * * * * * * * * * * * * * * * * *

Check the following rule that you prefer:

To get to bed early (before ten) ____	To go to bed late (after eleven)_____
To get up early (before six) _____	To get up late (after seven) _____

December 20, 1967

Dear 4-H Club Member:

It is the Christman holiday season, so I want to ask you to do me a great big favor.

Fill out the enclosed "Question or Check Sheet About Camping" and get either your mother or father to fill out the "Parent Evaluation Sheet", place it in the envelope addressed to me, and drop it in the mail.

Thanks for your help. We are trying to develop a better camp program.

Sincerely,

Lester O. Akers

Lester O. Akers,
Area Youth Agent

LOA/ssg

PARENT EVALUATION SHEET #1 ON CAMPING

Part One

Please put an "X" mark on the blank (____) following the statement that is most appropriate and an "L" mark on the blank that is least appropriate.

A. I did not send my child to camp because:

1. There was no indicated desire to go (____).
2. Camping was not brought to my attention (____).
3. The other parent was opposed to it (____).

B. I did not send my child to camp because:

1. Money was not available to pay the fee (____).
2. We camp or vacation as a family (____).
3. Brothers and sisters need the same privilege and the budget would not permit all to go (____).

C. I did not send my child to camp because:

1. I had an unpleasant experience as a camper. I do not want my child to have such an experience (____).
2. I have a feeling camps are not safe (____).
3. They get ideas away from home that cause parent and child relationship problems (____).

D. I did not send my child to camp because:

1. They can get all the education they need at school, church and at home (____).
2. It is a waste of time and they need to be doing chores or working at a job (____).
3. They need relaxation and not be burdened with supervised activities (____).

E. I did not send my child to camp because:

1. Too many of the campers will be of a lower social level than my child (____).

PARENT EVALUATION SHEET #1 ON CAMPING

Part One
(Continued)

2. They get too many newfangled ideas from friends already. I don't want additional ones (____).

3. Too many of the campers will be of a higher social level than my child. I do not want my child to be depressed or ashamed (____).

Part Two

Please put an "X" mark in only one of the most appropriate blanks.

A. 1. I am the mother (____).

2. I am the guardian (____).

3. I am the father (____).

B. 1. My age is less than 35 (____).

2. My age is over 35 (____).

C. 1. I have a college degree (____).

2. I have a high school diploma (____).

3. I have less than a high school education (____).

Part Three

Please write in any other reasons that prevented your child from camping:

December 20, 1967

Dear 4-H Club Member:

It is the Christmas holiday season, so I want to ask you to do me a great big favor.

Please get either your mother or father to fill out the enclosed "Parent Evaluation Sheet", place it in the envelope addressed to me, and drop it in the mail.

Thanks for your help. We are trying to develop a better camp program.

Sincerely,

Lester O. Akers

Lester O. Akers,
Area Youth Agent

LOA/ssg

QUESTIONS OR CHECK SHEET ABOUT CAMPING

Your age ____. Have you ever attended a 4-H Club camp? ____ (no) ____ (yes). Have you attended Scout camp? ____ (no) ____ (yes). How many times? ____. Have you attended Church camp? ____ (no) ____ (yes). How many times? ____. Have you attended any other type of camp? ____ (no) ____ (yes). How many times? ____. Has your family ever camped as a group in a camper? ____ (no) ____ (yes). Has either of your parents participated in a camp with you? ____ (no) ____ (yes).

* *

Check at least one of the following: I did not attend camp because:

My parents would not let me go ____; I did not have enough money to pay the fee ____; I did not desire to go to camp ____; I do not know why ____.

* *

Check not more than <u>three</u> of the following fun activities that you think you would enjoy if you went to camp:

Archery _____	Fishing _____	Camp fire games _____	
Crafts _____	Rifle Range ____	Night recreation games ____	
Horseshoes ____	Singing _____	Square dancing _____	
Swimming _____	Sun-bathing ____	Boating ____	Canoeing ____

* *

Check not more than <u>three</u> of the following educational activities that you think you would enjoy if you went to camp:

Forestry studies ____	Wildlife studies ____	Electricity safety ____
Bird studies _____	Hikes _____	First aid lessons ____
Fishing studies ____	Nature trails _____	Gun Safety _____
Health & food _____	Outdoor cooking ____	Emergency preparedness __

Your Name _____

PARENT EVALUATION SHEET #2 ON CAMPING

Part One

Please put an "X" mark on the blank (____) following the statement that is most appropriate and an "L" mark on the blank that is least appropriate.

A. I send my child to camp because:

1. The child wants to go (____).
2. I want the child to go (____).
3. An outsider persuaded us (____).

B. I send my child to camp because:

1. It provides what neither home nor school can (____).
2. It is a way to assure a wholesome use of time (____).
3. It is a way to encourage voluntary education (____).

C. I send my child to camp because:

1. Camping was an enjoyable experience for me (____).
2. I failed to get a camping experience (____).
3. The grandparents insist he should have a camping experience (____).

D. I send my child to camp because:

1. A period of time away from parents would be beneficial (____).
2. It will help in overcoming shyness (____).
3. It will give an opportunity for finding skills and interests not yet encountered (____).

E. I send my child to camp because:

1. It will afford opportunity for developing new friends and being less dependent on present friendships (____).
2. It will help develop self-reliance (____).
3. It will afford opportunities to mingle with young people in the same or a higher social strata (____).

PARENT EVALUATION SHEET #2 ON CAMPING

Part Two

Please put an "X" mark in only one of the most appropriate blanks.

A. 1. I am the mother (____).
   2. I am the guardian (____).
   3. I am the father (____).

B. 1. My age is less than 35 (____).
   2. My age is over 35 (____).

C. 1. I have a college degree (____).
   2. I have a high school diploma (____).
   3. I have less than a high school education (____).

Part Three

Please write in any other reasons that encouraged you to send your child to camp:

COOPERATIVE EXTENSION WORK
AGRICULTURE AND HOME ECONOMICS
STATE OF MISSOURI

UNIVERSITY OF MISSOURI
COLLEGE OF AGRICULTURE
U. S. DEPARTMENT OF AGRICULTURE
COOPERATING

AGRICULTURAL EXTENSION SERVICE
WATERS HALL
COLUMBIA, MISSOURI

November 15, 1967

Dear

May I ask you to do me the favor of assisting me with a study of 4-H Club camping.

Please fill out and return to me the enclosed "Agent Evaluation Sheet."

I am enclosing a copy of three questionnaires. I propose to get 4-H members and their parents to answer them for me. Two are directed to members who did not camp this year and their parents. The other is to the parent of a member who did camp this year.

Please furnish me the name and address of ten 4-H members who camped and ten members who did not camp (from different families). In as far as you can, please select the family names for each group by taking one family whose last name begins with a letter from each of the following alphabetical divisions: A-C, D-F, G-I, J-L, M-N, O-Q, R, S, T-V, W-Z. If you did not have as many as ten who camped, please send the names of those who did. I will mail them the questionnaire with a return self-addressed envelope. If you prefer to get the questionnaire filled out for me rather than sending me the names, let me know and I will mail the questionnaire to you.

In advance I want to say thanks for your time and effort.

Sincerely,

Lester O. Akers

Lester O. Akers
Area Youth Agent
Box F, Bloomfield, Mo. 63825

AGENT EVALUATION SHEET ON CAMPING

Please think of your answers to the following inquiries as a source of information that will help us determine the wisest use of our 4-H Club camp and camping program.

1. Indicate the number of times these methods were used to make 4-H members aware of camping opportunities and to stimulate an interest in camping:

Media used	1966	1967	Media used	1966	1967
News articles	___	___	Radio	___	___
Television	___	___	Movies	___	___
Letters	___	___	Slides	___	___
Brochures	___	___	_____	___	___
Posters	___	___	_____	___	___

2. Indicate the number of times parents, 4-H Leaders, and other adults were involved in camp promotion:

By participating on:	In 1966	In 1967
Radio with Agent	_____	_____
Radio without Agent	_____	_____
Television	_____	_____
Talks at meetings	_____	_____
Fund raising	_____	_____
Committees	_____	_____
Other _____	_____	_____
_____	_____	_____

3. If applicable, explain the extent and method of member involvement in the following areas of camping activity:

A. Recruiting in 1966--

AA. Recruiting in 1967--

B. Planning the program in 1966--

BB. Planning the program in 1967--

C. Conducting the camp in 1966--

CC. Conducting the camp in 1967--

D. Recognition after camp was over in 1966--

DD. Recognition after camp was over in 1967--

4. Indicate the involvement of Extension Agents other than you in your county camping program (Use title abbreviations):

Nature of Involvement	In 1966	In 1967
Recruiting campers	_____	_____
Program planning	_____	_____
Staff member at camp	_____	_____
_____	_____	_____
_____	_____	_____

5. Indicate agencies or organizations other than Extension involved with your 4-H Club camping event:

A.

Agency	Yes	No	Agency	Yes	No
Conservation Commission	___	___	Public Health	___	___
Welfare Department	___	___	Civil Defense	___	___
Soil Conservation Service	___	___	_____	___	___
Forestry Service	___	___	_____	___	___

B. For those checked "Yes" please explain the nature of the involvement:

6. Indicate training methods conducted prior to camp for counselors and staff:

A. In 1966:

B. In 1967:

7. Describe briefly any training or orientation of members prior to camp:

8. Please list the advantages and disadvantages of 4-H Club camping as an Extension Educational method:

A. Advantages:

B. Disadvantages:

9. Check the major problem areas that would apply to the use of 4-H Club camping as an Educational Method for your county:

Area	Yes	No	Area	Yes	No
Transportation	___	___	Financing	___	___
Member enthusiasm	___	___	Staffing	___	___
Parent enthusiasm	___	___	_____	___	___
Time for promotion	___	___	_____	___	___

10. Indicate the camp promotional materials available in your county and whether or not you desire access to such material:

Item	Available	Not Available	Desire Access
Movie projector	___	___	___
Slide projector	___	___	___
Set of slides	___	___	___
Brochures	___	___	___
Posters	___	___	___
_____	___	___	___
_____	___	___	___

11. Please relate the remarks made by parents, leaders, or members that would be of value to the analysis of camping as an educational method:

12. In order to get a comparative value, please indicate the degree of importance you feel the categorical educational feature of the listed county-wide 4-H Club events provide:

Club Event	Opportunity for social behavior experiences			Desirable results in development of individual youth			Opportunity to discover major life interest			SPECIAL * (see below)		
	Good	Some	Little	Good	Some	Little	Good	Some	Little	Much	Some	Little
Camping												
Achievement Day												
Tours												
Share the Fun												
Fairs &/or Shows												
Play Days												

* Considering contact hours -- Youth development values -- preparation and effort time -- results, my enthusiasm for using these educational events is: